

Utah Minute Women of World War II Lesson Plan

This lesson plan, made available by the Utah State Historical Society, is designed to involve teachers, students, and parents in using the *Utah Historical Quarterly* to learn more about local, state and the nation's history.

Curriculum Ties: Social Studies, United States History II, Standard 7, Objective 2

Social Studies, Utah Studies, Standard 3, Objective 3

Social Studies, 4th Grade, Standard 1, Objective 2

Social Studies, United States Government & Citizenship, Standard 4, Objective 2

Time Frame: Activity 1 – one class period

Activity 2 – several class periods (depending how much done in class or as homework)

Activity 3 – one class period

Group Size: Any class size (Activity 2 could be done by individuals or groups)

Summary

Enduring Understanding:

- Successful salvage efforts on the home front contributed significantly to the World War II effort.
- The important role Minute Women volunteers and children played in the success of the World War II salvage effort.

Essential Questions:

1. What shortages occurred on the home front during World War II?
2. Why were these items in short supply and how were they used for the war effort?
3. What was done on the home front to correct this shortage situation?
4. Were the home front remedies successful, if so how successful?

Materials:

- *Utah Historical Quarterly* (UHQ) article: “Save’em, Wash’em, Clean’em, Squash’em: The Story of the Salt Lake City Minute Women” by Katie Clark Blakesley (Winter 2003, Volume 71, Number 1)
- Reproduction of UHQ article for educational purposes permission granted

Additional Useful Materials:

- Items listed as available on “USHS website” <http://history.utah.gov> such as:
 - “Utah Minute Women: World War II, 1942-1945,” the official history of the Utah Minute Women
 - “Vital Materials Needed – Things They Make” salvage guide
- WWII posters to print or view at:
http://www.w.archives.gov/exhibit_hall/powers_of_persuasion/powers_of_persuasion_home.html

Background for Teachers:

- Read “Save’em, Wash’em, Clean’em, Squash’em”: *The Story of the Salt Lake City Minute Women* by Katie Clark Blakesley, *Utah Historical Quarterly*, Winter 2003, Volume 71, Number 1
- Be familiar with Utah Minute Women of World War II lesson enhancement materials at Lesson Plans for *Utah Historical Quarterly* web page at: <http://history.utah.gov>

Student Prior Knowledge: General knowledge of World War II and concept that it affected the home front in many ways.

Intended Learning Outcomes:

- Students will understand why and how Americans were affected by shortages during World War II.
- Students will understand why the salvage campaigns were so important to the war effort.
- Students will understand that successful home front efforts to correct war shortages were run by volunteer Minute Women.
- Students will understand what the Minute Women did for the war effort.
- Students will understand the need for a “total war” effort by the military and civilians.

Instructional Procedures: Engaging students in the realities of life in America during WWII is easy with such a fascinating topic. Activity 1 is a good hook to get them thinking and talking about some of the problems during WWII and what citizens did to solve them. Activity 2 provides active participation in solving home front problems that existed during World War II. Activity 3 reinforces concepts learned by discussions that review what was actually done in the World War II salvage campaigns.

Activity 1: Home front shortages during World War II

Step 1: Ask students what items they think would have been in short supply in America during WWII and why. Compile list on the board.

Step 2: List items on board that were in short supply and actually gathered (include their correct answers from Step 1): all types of metals, fat greases, tin cans, nylon and silk hosiery, rags and waste paper (UHQ pgs. 43 and 48).

Rubber could also be included in this activity (UHQ pg. 49). Additional information on rubber included in lesson plan list “How Salvage Items Were Used for the War Effort,” available in “Utah Minute Women: World War II, 1942-1945” (USHS website), and “Vital Materials Needed – Things They Make” salvage guide (USHS website). “Throw Your Scrap into the Fight” checklist of 93 items (UHQ pg. 42) (USHS web site).

Step 3: Ask the students how they think each of these materials would have been used. Write their answers on the board by each item. Now tell and list on board how each of these items were actually used. (Glean-Gather-Give for Victory poster, UHQ pg. 43 and list compiled from UHQ information “How Salvaged Items Were Used for War Effort” at end of lesson plan). You can download “Glean–Gather–Give for Victory” poster to use on overhead projector, poster or as a class handout (USHS web site).

Step 4: Discussion. Because of WWII a salvage program was started in America. Within a month after the attack on Pearl Harbor the first national scrap drive was started. Ask students how do they think the salvage program was instigated? What would they have done to get the citizens of the nation to start saving metals, fat grease, tin cans, nylons, silk hosiery, rags and waste paper? Who would they suggest to collect these items? Where would have been a good place to collect these items?

Step 5: Explain that the nation’s answer was Minute Women. In June 1942 Conservation and Salvage officials in Washington D.C. decided that women should be called to undertake the salvage effort. The agency’s goal was to “select a woman leader on each block in every community in every state.” Read the definition of Minute Women: “The woman who was selected as leader on her block was called a ‘Minute Woman’ because she stood ready to disseminate information in her area and carry forward a war job any time she was notified.” (UHQ pg. 37, paragraph 3). The origin of the term “Minute

Women” comes from the American soldiers during the Revolutionary War known as “Minute Men.” They were called Minute Men because they needed to respond “on a minute’s notice” when needed during the war. These block leaders would be responsible for administering the salvage program and educating the public on the necessity of salvage. Minute Woman window sticker and Minute Woman credential card (USHS web site).

The Minute Women were called by the War Production Board to help the nation by salvaging. Their responsibilities were stated clearly in a letter from the War Production Board. Read letter to students: “Dear Minute Women: You have been drafted into one of the most important jobs given to women on the home front—that of educating the home owners to their responsibility in this war. Many are prone to think that the responsibility of winning the war belongs to the other person. In the face-to-face contacts on your own block you have the opportunity to correct this attitude and give the women the facts.” (UHQ pg. 37, paragraph 2).

Utah was the first state to complete its Minute Women organization with a force of 32 county directors, 333 city chairwomen, 8,000 Minute Women and 5,000 Paper Troopers (UHQ pg. 38). The Salt Lake City Minute Women held their first meeting July 28, 1942, just one month after the national program was announced! They outlined a three step publicity program: radio, press and personal contact. The Minute Women knew that they could meet government imposed salvage quotas only if they encouraged every household to participate.

What were the duties of Minute Women Block Captains?

- They were encouraged to canvass each house in their neighborhood and ask women to sign cards pledging to use only their fair share of food and pay only the established price for food.
- Explain what was needed, how to save the items and how to turn them in to the local salvage depot.

What were the duties of Minute Women?

- Encouraged to demonstrate why and how to salvage in houses, town halls, clubs, department stores, schools, and street corners.
- Pass out pamphlets at department stores.
- Contact women feature editors, newspapers, radios, and other means to advertise their efforts.

Activity 2: Salvage Campaigns

Step 1: Tell the students they are all going to help the Minute Women’s salvage campaign. Divide students into small groups. Assign each group an item that was salvaged during the war: all types of metals, fat greases, tin cans, nylon and silk hosiery, rags, and waste paper. Each group is to come up with a campaign to make people see how important it is to salvage that item for the war effort and present it to the class. Aspects that should be included in their campaign will be what the Minute Women did: posters, pamphlets, fliers, magazine and newspaper articles, radio ads, demonstration of how to salvage, pledge cards, etc. Each group will make a class presentation of their campaign and items created will be turned in for additional grading. (See suggested rubric.)

The majority of charts and fliers distributed by the Minute Women showed exactly how the contribution of a needed war material could help in the war effort. Each group should include specifically how their salvage item was used in the war effort. How each salvage item specifically contributed to the war effort is listed in UHQ article (compiled list “How Salvage Items Were Used for War Effort” at end of lesson plan); in WWII list of “Vital Materials Needed -Things They Make”

salvage guide (USHS web site) and in *Utah Minute Women: World War II, 1942-1945*, (USHS web site). Have these items available to each group for their research.

Explain to students that posters during WWII used very emotionally charged images and words to get their point across. Minute Women created fliers and posters with catchy sayings or poignant pictures. They were very aware that they could use pictures to appeal emotionally to their fellow women whose son, husband or boyfriend might be serving overseas, to support the salvage effort. With this kind of effective emotional appeal, women were more likely to salvage. Show students examples of WWII posters which exhibit this emotional appeal. WWII posters to print or view available at:

http://www.archives.gov/exhibit_hall/powers_of_persuasion/powers_of_persuasion_home.html

Tell students that their posters should also use this kind of emotional appeal. Encourage creativity in their appeal to salvage.

Step 2: Groups create their campaigns. Show students rubric for this activity. Research materials listed in Step 1 should be made available to each group. Materials needed for campaign items (posters, fliers, etc.) could be provided by teacher or students. Amount of class time allotted to this activity up to teacher.

Step 3: Groups present their campaigns. Each group presents all aspects of their salvage campaign to class. Items created by each group turned in to teacher for additional grading. Teacher could have students comment on their reaction and effectiveness of each campaign.

Suggested rubric for salvage campaign activity:

	Excellent	Good	Satisfactory	Needs Improvement
Subject Knowledge	Subject knowledge is evident throughout the project. All information is clear, appropriate and correct.	Subject knowledge is evident in much of the project. Most information is clear, appropriate and correct.	Some subject knowledge is evident, some information is confusing, incorrect or flawed.	Subject knowledge is not evident. Information is confusing, incorrect or flawed.
Campaign Elements	Campaign includes 6 items: poster, pamphlet or flier, magazine or newspaper article, radio ad, pledge card, and salvage demonstration. Extra idea(s) created.	Campaign includes 6 items: poster, pamphlet or flier, magazine or newspaper article, radio ad, pledge card, and salvage demonstration.	Campaign includes 4 of 6 required items: poster, pamphlet or flier, magazine or newspaper article, radio ad, pledge card, and salvage demonstration.	Campaign includes 3 or less of required items: poster, pamphlet or flier, magazine or newspaper article, radio ad, pledge card, and salvage demonstration.
Originality	Campaign shows significant evidence of originality and inventiveness. The majority of ideas are fresh, original and inventive.	Campaign shows some evidence of originality and inventiveness.	Campaign an extensive collection and rehash of other people's ideas, products and images. There is little evidence of new thought or inventiveness.	Campaign is a minimal collection or rehash of other people's ideas, projects and images. There is no evidence of new thought.
Citing Sources	All sources are properly cited.	Most sources are properly cited.	Few sources are properly cited.	No sources are properly cited.
Presentation	Knowledge of subject conveyed to audience in an engaging way. Necessity to salvage item convincingly presented.	Knowledge of subject conveyed to audience in an engaging way. Necessity to salvage item presented encouragingly.	Knowledge of subject conveyed to audience in an informative way. Necessity to salvage item not made clear or convincingly.	Knowledge of subject not conveyed to audience. Necessity to salvage item not made.
Working in Group	Student works toward the attainment of successful campaign without being asked. Works to includes all students in group in campaign.	Student works toward the attainment of successful campaign doing what is needed willingly when asked.	Student works toward the attainment of successful campaign only when required and needs strong urging.	Student doesn't work toward attainment of successful campaign despite repeated urging.

Activity 3: Discussion on specifics of the Minute Women salvage programs

After group presentations tell students what was actually done and how successful the drive for each item was. Almost every business or industry was directly involved in the salvage program. Information on each item follows. Information from UHQ article, "Vital Materials Needed -Things They Make" salvage guide and *Utah Minute Women: World War II, 1942-1945* (both on USHS web site).

Fat: Fat was collected and taken to official fat collecting stations, usually local butcher shops. (WWII official fat collection sign on USHS web site.) A ceiling price was established for household fats which allowed four cents a pound to be paid to housewives. As the fat situation became more critical the program was aided permitting the exchange of two red meat ration points a pound in addition to the four cents. October 1, 1945, four red points a pound were given. This was the only war program in which there was an exchange of ration points for a vital war material. Before the end of the war, through American research and efficient laboratory technicians, hundreds of articles essential to the war effort were manufactured from by-products of fat and oil. There was an increase in uses for explosives, military medicines, military supplies, and numerous industrial purposes.

To advertise the fats salvage drive the Minute Women distributed charts to members of the community. One chart showed that one tank car full of fats, or 60,000 pounds of fat could make 6,000 pounds of glycerine, which in turn could be transformed into nitroglycerine for 240,000 anti-aircraft shells, alkyd resin paint for 1,200 medium tanks, 30,000 pounds of dynamite, or annual pharmaceutical supplies for 2,000 hospital beds. By the end of 1944 Utahns had collected 1,694,159 pounds of fat. If this had all gone towards alkyd resin paint it would have produced enough paint for 33,600 tanks or approximately 38% of all tanks produced in the U.S. up to 1944. Between 1942 and 1945 2,262,538 pounds of fat were collected which would have produced any of the following uses: alkyd resin paint for 45,600 medium tanks; or 1,140,000 pounds of dynamite; or 9,120,000 anti-aircraft shells; or annual pharmaceutical supplies for 76,000 hospital beds.

Through newspaper articles and other publicity means they rallied neighborhoods to participate in the national Pearl Harbor Fats Collection Day on December 7, 1942. Utah ranked fifth in the nation in 1942 for fats collections on a per capita basis. See "Minute Women Salvage Collections, 1942-1945" chart (UHQ pg. 48).

Nylon and Silk: Silk and nylon were removed from the civilian market. Minute Women placed hosiery collection containers in dry goods and department stores, often at the hosiery counter. Women mended their stockings because there weren't any more to buy. On "Silk and Nylon Hosiery Day in Utah," May 23, 1943, women who turned in five pairs of nylons were given a free movie ticket. This drive collected 135,000 pairs of hose that weighed 1,790 pounds. By the time the hosiery program was terminated on November 30, 1943 Utah women had collected and shipped 19,527 pounds of silk and nylon hosiery (UHQ pg. 47).

Old Clothing: A campaign was held during December 1943. In order to comply with shipping rules all discarded clothing had to be dry cleaned and sorted into over 35 different classifications. The response in Utah during December 1943, the busiest time of the year, was praiseworthy. This drive was conducted while the Tribune-Telegram employees were on strike and the Minute Women Organization only used direct letters to local Minute Women and church leaders throughout the state. The dry cleaning establishments in the state did a magnificent job working overtime and on Sundays in

order to clean all used clothing collected in the drive. From this one campaign 83,810 pounds of cleaned, classified and boxed clothing were shipped from Utah.

Rags: Rags were used for wipers (wiping clothes) and building materials. 52% of the wipers automatically went to the armed services and 48% to war plants. Some of the wiping rags collected in Utah were used in local industries. Other rags collected were shipped to the east and west coasts to be used in industry and the manufacturing of roof and floor coverings for government projects. Results of salvage efforts, 1943: 79,247 lbs. collected, 1944: 87,095 lbs. collected, 1945 (8 months): 36,000 lbs. collected for a total of 202,342 lbs.

Rubber: A National Scrap Rubber Campaign was conducted in the spring of 1942. The situation became acute when most of America's sources for raw rubber were in the possession of the enemy. Scrap rubber used in combination with synthetic materials extended the rubber inventories. The Petroleum Industry sponsored this drive which made synthetic rubber possible many months before it was anticipated. Results of salvage efforts, 1942: 13,064,000 lbs. collected; 1943: 40,451 lbs. collected for a total of \$13,104,451 lbs.

Scrap Iron and Steel (Metals): Garages and service stations collected scrap iron and rubber; all industries and business houses collected scrap iron and waste paper. For amount collected per year see "Minute Women Salvage Collections, 1942-1945" chart (UHQ pg. 48). The drives in Utah for scrap iron went over all quotas established by officials in Washington, D.C. As a result of the cooperation of newspapers, radios, schools, industry, and the response of citizens, inventories kept ahead of production so that by 1944 national drives for scrap iron were discontinued. However, industry continued to furnish the scrap iron needed in the steel mills.

Tin: The Tin Can Salvage Program was intensified as the tin inventories diminished. Before the war 90% of tin was provided by countries who were now behind enemy lines and no longer available to America. Tin became a vital material because of its protective and preservative qualities. A most appealing promotional story, which helped to salvage millions of cans, was derived from the fact that the tin from two tin cans was sufficient to make the tiny, life saving morphine filled "syrette." Wounded servicemen related dramatic experiences which energized the program. ("Tin Needed For War" (syrette) poster on USHS web site.)

The Salt Lake City Commission passed a city ordinance March 19, 1943 making it against the law for tin cans to be put out with the garbage.

Local department stores supported tin drives. Fall of 1942 J.C. Penny and five other department stores allowed Minute Women to set up publicity booths outside their stores for a week. Minute Women sat at the booths and passed out literature concerning proper tin can salvage. Through these booths, thousands of women were shown how to preserve and conserve this metal so vital to the war effort of the country.

Schools in Salt Lake City and Ogden became involved in tin can drives in 1943. Lowell Elementary School in Salt Lake City let students out an hour and a half early on tin can days to collect cans. In some areas school principals encourage contests among their rooms to foster tin can collection. Because children were given incentives at school, they encouraged their mother to save cans for them.

In rural areas, many transportation companies hauled tin cans long distances to shipping points in Salt Lake City and Ogden for free. Railroads reduced rates from \$8.00 a ton to \$4.00 a ton making it

feasible to ship the collected tin to the Metal and Thermit Detinning Plant in San Francisco. In most cases Minute Women covered shipping costs with the money they received for the cans. They also used this money to pay expenses such as newspaper and radio ads, fliers, posters, and meals for volunteers during salvage drives (UHQ pgs. 47, 48). See Minute Women Salvage Collections, 1942-1945 chart UHQ pg. 48.

Waste paper: Salvage committee introduced papers drives in the fall of 1943. Continuous paper collections were conducted in every community in Utah. As a result of the cooperation of the people, trucking lines, schools, civic, community leaders, Salvage Committees and Minute Women, the campaigns for waste paper were successful.

On June 1, 1944, Salt Lake City Minute Women were told they had been selected as one of a hundred cities to officially include children in the war effort. The children were organized as Paper Troopers under the direction of the Minute Women. They went door to door collecting waste paper bundles which were transported by Army and volunteer trucks. Paper Troopers who had collected 2,000 pounds of waste paper were given a felt patch that read "Paper Trooper Distinguished Service Award: War Production Board, 2,000 pounds." Paper Troopers were awarded embroidered "battle bar" patches with names of European, Marshalls, Saipan, Philippines and Iwo Jima for participating in paper campaigns. (Scan of patches on USHS web site.) See "Minute Women Salvage Collections, 1942-1945" chart UHQ pg. 48.

Additional discussion or essay topics:

- How would you have recruited women to become Minute Women?
- Why do you think women would have wanted to be Minute Women?
- How do you think the salvage program helped morale on the home front?
- Why would free movie tickets be an incentive to salvage? (i.e. great diversion from war, no television – people had to go to theatre to see news reels)
- How do you think you and your family would have responded to the salvage program?
- Do you feel the Minute Women should be considered heroes of World War II? Why or Why not?
- Compare war efforts during World War II to war efforts with war in Iraq. (i.e. no real sacrifices made on home front during Iraq war, 24 hours a day television coverage, could e-mail soldiers – letters didn't take months to reach soldiers as in WWII.)

Extensions

Extension 1: Students actually have a salvage campaign. Using the posters, fliers, pledge cards, etc. that they created for Activity 2 students will conduct their own salvage campaign. The campaign could be geared to an in-class drive with the students and their families participating; or geared towards their grade level; or the whole school. Set a start and end date. To kick off campaign students could present the campaigns they created in this activity to other classes in their grade level or to whole school during a school assembly. Classes could compete for the most successful collection.

Details for salvage drive. Students will need to set up a collection center that is approved by school administration. When salvage campaign is over, materials collected can be taken to specific recycle centers listed below:

Fat Greases: can be taken to the butcher department in most grocery stores. Fats are still collected! It is picked up weekly by rendering companies that turn the fat into perfumes, cosmetics, and soap. (More money is made off the fat than the meat itself!)

Nylon and silk hosiery: perhaps local crafts person could use these in making rag rugs, etc.

Rags: Deseret Industries thrift stores usually accept donations of rags to be packaged and sold as rags. If not, check with local businesses that could use rags such as service stations.

Scrap metals: Check scrap metal recycle centers in your area. Salt Lake City area: Wasatch Metal, 205 West 3300 South, Salt Lake City, 801-484-5297, www.Wasatchmetal.com, will take all kinds of metals – even pots and pans.

Tin cans: check scrap metal recycle centers in your area. Salt Lake City area: Wasatch Metal, 205 West 3300 South, Salt Lake City, 801-484-5297, www.Wasatchmetal.com, will take all kinds of metals.

Waste paper: can be taken to recycle bins located at most schools and stores

Extension 2: Ask students what shortages they see today; bring ‘funding for education’ into discussion if they don’t. Have students do a campaign to raise money or collect items for educational needs in their school such as books, supplies, etc. Using techniques they learned from the World War II salvage campaigns (i.e. emotional appeal, poignant pictures, catchy sayings, how what is collected will be turned into something such as \$10 = one book, etc.) have them create posters, fliers, newspaper articles, pledge cards and demonstrations. Students seeing the results of their efforts for a worthy cause should help them connect to the people’s salvage campaigns during WWII.

Extension 3: Have students interview someone who was alive and remembers World War II. Have them find out what it was like to live during those times and how these events affected people. Have each student create a list of 10-15 questions to use in their interview. For example, did this person participate in a salvage program? If so which one(s) and how did they participate? If possible, have them find old photographs from this era of the person they interview or of other people during this time. Have them share their findings with the class.

Extension 4: Have students graph the information contained in the *Minute Women Salvage Collections, 1942-1945* chart on page 48 by item and year. Ask what they see happening such as increases and decreases. Ask why do they think there were these increases and decreases. Point out huge increase in waste paper collection from 1943 to 1944 and ask what do they think caused this? Hint: Paper Troopers started in June 1944.

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How Salvaged Items Were Used for the War Effort

See also “**Vital Materials Needed – Things They Make**” salvage guide (USHS web site)

Fat Greases: Waste fats were needed for glycerine to make explosives. One tank car full of fats or 60,000 pounds of fat could make 6,000 pounds of glycerine, which in turn could be transformed into nitroglycerine for 240,000 anti-aircraft shells, or alkyd resin paint for 1,200 medium tanks, or 30,000 pounds of dynamite, or annual pharmaceutical supplies for 2,000 hospital beds. By the end of 1944 Utahns had collected 1,694,159 pounds of fat. If this had all gone towards alkyd resin paint it would have produced enough paint for 33,600 tanks or approximately 38% of all tanks produced in the U.S. up to 1944. Between 1942 and 1945 2,262,538 pounds of fat were collected which would have produced any of the following uses: alkyd resin paint for 45,600 medium tanks; or 1,140,000 pounds of dynamite; or 9,120,000 anti-aircraft shells; or annual pharmaceutical supplies for 76,000 hospital beds.

Old Clothing: Clothing was used for people in liberated countries and for relief in America.

Rubber: Old automobile and bicycle tires and tubes, boots, galoshes, garden hose, toys, gloves, raincoats, bathing caps, crepe rubber soles, mats and anything rubber helps make tires for trucks, jeeps and gun carriages; gas masks; barrage balloons; life boat rafts; pontoon bridges; and surgical supplies. 1 old car tire = 20 pairs of parachute trooper's boots or 12 gas masks; 125 old car tires = one flying fortress; 1 bicycle tire and tube = 1 gas mask; garden hose (25 feet) = 6 auxiliary tires for pursuit planes; 1 pair of rubber hip boots = 3 pairs of arctic over shoes; and 1,000 pairs galoshes = 1 medium bomber.

Scrap Iron and Steel (Metals): Old stoves, radiators, plumbing, tools, toys, beds, cooking utensils, rods, batteries, tire chains, furnace grates, pipes of all kinds, lighting fixtures and anything metal helps make shells; guns; ships; tanks; armored car; submarines and all machines and arms of warfare. One old flat iron = 2 steel helmets or 30 hand grenades; one electric iron = five 37mm antiaircraft shells; 10 old coal or wood kitchen stoves = scout car; 5 bathtubs = ½ ton truck; one law mover = six 3-inch shells; 1 set of golf clubs = one .30 caliber machine gun; 61 old refrigerators = one light tank; 11 old washing machines = one ½ ton truck; 175 old kitchen sinks = one medium tank; 111 garbage pails = one 75mm. Howitzer; and one wash pail = 3 bayonets.

Tin Cans: There is enough tin in 3 salvaged cans to make a hand grenade. One tin can yields enough tin for a pair of binoculars. A family of four saving their tin cans for two weeks will save sufficient tin to supply the metal for a portable flame thrower. A month's savings of cans will make the bushings for 3 machine guns. Tin was also used to make life saving morphine filled syrette (a tiny syringe).

Nylon and Silk Hosiery: Nylon was used in parachutes, flares and other war time materials. Silk was used to make powder bags. Following the collections, the two desired products were separated in a chemical bath. Silk was chopped up and respun to raw silk. From this a strong yarn was spun and powder bag cloth woven. Approximately 15 pairs of hose were needed for the average powder bag, 30-85 pairs for the larger powder bags. Only silk could be used for powder bags because every raveling had to burn with the speed of explosion, leaving no burning fragments which might have ignited the next bag of powder when the gun was reloaded. Nylon was returned to its basic formula and rewoven into cloth. It became increasingly important in the manufacture of numerous military articles.

Rags: Rags were used for wipers (wiping clothes) and building materials. 52% of the wipers automatically went to the armed services and 48% to war plants. Some of the wiping rags collected in Utah were used in local industries. Other rags collected were shipped to the east and west coasts to be used in industry and the manufacturing of roof and floor coverings for government projects.

Waste paper: Source from which millions of containers were manufactured. Practically everything the war program needed required packing: shells, food, medicines, clothing, maps, and numerous other articles. Paper was utilized in thousands of different ways.